English at St Gregory's

Intent

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***. We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

In keeping with the rest of the curriculum at our school, the learning our children undertake in English enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making

Empathy † Resilience † Gratitude

We believe in providing a top-quality English curriculum that develops children's ability to:

- Read with fluency and accuracy whilst also enabling them to develop a life-long love of reading
- Communicate their unique individuality and creative ideas with clarity and success when speaking and writing

Implementation

The Teaching Sequence

As a school we use the Lancashire Teaching Sequence in order to lead our children through the various phases necessary to facilitate top-quality outcomes. Successful writing is founded upon successful reading. Here are the 5 phases of this process:

- Creating Interest
- Reading- Responding and Analysing
- Planning/Gathering Content
- Scaffolded Writing/ Independent Writing
- Purposeful end point

During this process, our children are immersed in all the necessary elements which bring about successful reading and writing, for example our pupils – amongst other things - experience:

- A wide range of reading materials and genres demonstrating a multitude of text types in order to develop confidence, control and comprehension with reading and writing in all its forms
- Opportunities to read and write for real reasons, for different purposes and audiences, always with purposeful end-points in mind
- The conventions of written standard English modelled effectively
- Frequent opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play.
- A wide range of relevant resources to inspire and support pupils to become confident, independent writers, e.g. author visits, high-quality texts, physical and online dictionaries and thesauruses, working walls, WAGGOLS (What A Good One Looks Like).

What is used to create our English curriculum?

We have a rigorous and well-organised English curriculum framework that provides many purposeful opportunities for reading and writing which are meaningful, memorable and motivating. Cross-curricular links are utilised wherever possible to help further this aim.

Our curriculum is primarily based on the National Curriculum and Lancashire recommended texts, support documents and planning tools. Provision is also regularly informed by pupil voice, using the Spirals of Inquiry approach which helps to further-develop learning experiences based on the needs of the children.

Reading

The National Curriculum for English in reading (which forms the basis of our provision) ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

What is our approach to Early Reading?

To help develop a life-long love of and success in reading, we utilise the following:

- A multi-sensory approach to learning
- Interaction between reading, talk and writing
- Daily Phonics sessions relevant to ages and stages of individuals and groups
- Children who are working below ARE have daily phonic interventions
- Children who do not pass the Phonics Screening check in Year 1 receive extra phonics interventions
- A home-school reading record to share with parents to comment on their child's learning.
- Carefully selected home-school reading books are matched to the children's level in line with Supersonic Phonic Friends
- Children read one-to-one with an adult between once and four times a week, depending on their individual needs
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas
- Opportunities to explore and enjoy poetry and rhymes, through a variety of different ways such as computing, games, PE, music and art
- Enthusiastic staff who share books with the children, making curriculum links through literature
- Access to a well-stocked library with a wide range of high quality texts, with sessions to visit and enjoy the library timetabled in regularly
- A wide-range of books for the children to select themselves to promote the love of reading in each class area

For more information about how we teach Phonics, see our Phonics Policy.

How to we further-develop Reading in Key Stage 2?

As the children progress, we aim to build on these high-quality early reading experiences. We aim to develop independence and greater fluency when reading. An ever-increasing variety of texts and forms of writing are made available to allow for more depth, choice and enjoyment, e.g. First News, multicultural texts, online texts, plays, non-fiction, poetry, dictionaries, thesaurus etc. The library is timetabled to allow children to read for pleasure and find texts that interest and excite them on a regular basis.

The higher order reading skills (inference, summarisation, prediction, having informed opinions) are taught across the curriculum (e.g. in RE or History when looking at the motives of certain characters, or in Science or Geography when finding relevant information during research activities). The opportunity to read texts from different media, to research, investigate, select and take notes, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully – these are all skills we aim to develop for all of our children.

Any children who are working below age-related expectations in reading are – amongst other things - assisted in the following ways:

- Extra Phonics or reading fluency sessions for those who did not pass the Y2 check
- 1:1 reading with an adult up to three times a week depending on need
- Specific small-group 'booster' sessions based on targeted gaps in learning
- SEND assessment using PIVATS in the first instance
- Becoming part of an in-class 'target group' for the following half term
- More support offered to those at home to help with regular reading

What is our approach to Guided Reading?

Reading is taught 3 x weekly in addition to English lessons. In Year 2 and Key Stage 2, children participate in whole-class reading lessons, with additional small-group teaching and intervention provided where appropriate to meet individual needs. Reading lessons are carefully planned around high-quality, age-appropriate texts and are designed to develop fluency, vocabulary, comprehension and a love of reading. Teachers explicitly model reading strategies and guide pupils in discussing and exploring texts, enabling them to retrieve information, make inferences, predict, explain vocabulary, summarise and evaluate what they have read in line with the National Curriculum programmes of study. Children are given regular opportunities to apply these reading skills independently through carefully planned questioning and a range of written and oral responses. Assessment for learning is used to identify pupils who require additional support, ensuring that all children make progress and become confident, fluent and enthusiastic readers.

We use a range of materials in Guided reading which enable a focus on the key skills for reading of:

- Vocabulary development
- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc..)

Writing

We nurture a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. To help bring this about, we also aim to

- Inspire children to be confident in the art of speaking, listening and reading which, in turn, enables them to become fluent, purposeful writers
- Immerse our children in a rich variety of high-quality genres and texts

The National Curriculum for English in writing (which forms the basis of our provision) ensures that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

How do we teach Spelling, Punctuation and Grammar?

Knowing how to spell correctly, apply spelling rules and recognise key words is empowering for children and vital for them to succeed in their writing.

At St Gregorys, spelling is taught as a discrete lesson two to three times each week, from Year 2- Year 6 to ensure children develop secure spelling knowledge and strategies. We follow the EdShed spelling scheme which provides a structured, progressive approach aligned with the National Curriculum. Lessons introduce and revisit spelling rules, patterns and statutory word lists through engaging, interactive activities that encourage children to apply their learning in meaningful contexts.

Children are also taught morphology (the structure of words, including prefixes, suffixes and root words) and etymology (the origins of words) in age-appropriate ways. These aspects of spelling are explored through practical, enjoyable activities that help pupils understand how words are constructed and how spelling patterns are linked across the English language. This deeper understanding supports both spelling accuracy and vocabulary development.

Assessment is an integral part of our spelling provision. Regular formative and summative assessments enable teachers to identify individual strengths and areas for development. Assessment outcomes are used to inform future planning, revisit misconceptions and provide targeted support or intervention for children who require additional teaching, ensuring that spelling instruction meets the needs of all learners.

Our grammar provision is taken from the National Curriculum for individual year groups. Grammar and punctuation is taught at appropriate times in the teaching sequence as children build up the relevant features needed for their purposeful end point. Our grammar curriculum is therefore covered in three ways:

- During whole-class punctuation and grammar warm ups
- During whole-class punctuation and grammar lessons where necessary (e.g. if more time is needed to cover a certain element than is possible during a ‘warm-up’ activity – perhaps one the children have struggled with previously)
- Applying the grammar features covered during the writing sequence, in context, to the purposeful end point

How do we teach Handwriting?

Handwriting is key for children to succeed in becoming fluent writers. We follow **Supersonic Phonic Friends** handwriting scheme in EYFS and Year 1. This is in line with our Phonics scheme.

We take a consistent approach to handwriting here at St Gregory's which includes the following:

- A consistent letter patter is used throughout
- Daily discrete handwriting sessions
- Fine motor skills are focused on – e.g. threading, weaving and Dough Disco
- Children are taught explicitly how to hold a pencil and sit correctly

When children are developmentally ready in Year 1, and for all children from Year 2 onwards, handwriting is taught using the Letter-join scheme. This provides a clear, progressive sequence that builds on the letter formation taught in phonics and supports children in developing joined, cursive handwriting. Pupils are introduced to joins systematically, moving from individual letter formation to diagonal and horizontal joins before developing a fluent, consistent cursive style. Regular opportunities are provided for children to practise their handwriting in discrete lessons and across the wider curriculum. Teachers model correct letter formation, joins and presentation, while providing targeted support where needed. High expectations for handwriting and presentation are promoted throughout the school so that pupils develop pride in their written work and produce handwriting that is accurate, fluent and fit for purpose.

How do we motivate success?

To help motivate our St Gregory's readers and writers, amongst other things, we:

- Ensure our curriculum is meaningful, relevant and stimulating for all our children
- Ensure quality-first teaching is in place, day in, day out for all our children
- Regularly display children's writing around the school and on our website
- Enter their writing in competitions and send pieces off to relevant authors and public figures
- Provide appropriate feedback to support and challenge
- Every class engages in 'healthy' competition to be the 'best' class on the Spelling Shed online platform each week, with awards given for pupils that engage well in our celebration assembly
- Celebrate World Book Day annually (which includes a wide range of fun, inspiring activities)
- Take part in cross-curricular enrichment days and a range of relevant trips and visits

- Ensure a well-stocked, stimulating library and reading scheme is available to all children
- Have a Book Club each lunchtime, led by children from Y6
- Have regular reading focuses, such as ‘mystery reader’ or the ‘extreme reading’ challenge

Impact

Assessment and Intervention

Reading, Writing and Speaking and Listening are assessed in line with the school's Assessment Policy. All children are assessed using the Lancashire Learning And Progression Steps (LAPS) document for reading and writing. This is done in two ways:

- Formatively, as children evidence mastery of features as their learning progresses
- Summatively, as teachers gauge how well children have retained the knowledge taught during the teaching sequence in their end of unit independent pieces of purposeful writing or end of phase pieces of reading evidence

This information is then fed into the Pupil Progress cycle with areas of success and areas to address for individuals and groups highlighted and actioned accordingly.

During this process, children who are falling behind age-related expectations are identified early. Interventions and support is put in place to help children 'keep up' in a multitude of ways, e.g. afternoon intervention sessions; SEND assessments such as PIVATS; becoming part of a 'target group' for the following half term during class time; extra 1:1 reading sessions or Phonics interventions.

Relevant Roles

The Subject Leader is responsible for improving the standards in English through:

Monitoring and evaluating provision, progress and data and implementing any necessary interventions / addressing any action areas

Auditing and supporting colleagues in relation to their developmental needs

Keeping up to date with recent developments in writing and implementing / embodying best practice

Class teachers and teaching assistants are responsible for facilitating top-quality teaching and learning in English and seeking support / acting on advice where appropriate. Senior Leaders and Governors are responsible for the overall standards in English, challenging and supporting where appropriate.

Inclusion & Equal Opportunities

In keeping with the ‘loving all’ element of our Mission Slogan, we set up every child at our school to achieve of their very best. All children are provided with work that matches their relevant needs, dispositions and stages of development. Where necessary, Individual Learning Plans are informed by PIVATS assessments to provide specific targets for children who are on our SEND register. Similarly, EHCP targets often influence a child’s provision in English. Higher attainers or ‘gifted children’ are challenged and stretched to further-develop their strengths in this area. Evidence of this approach is expected to be seen in planning, lesson provision, books and overall outcomes and progress data. All children are provided with equal access to the English curriculum, empowered in a multitude of ways. We provide suitable learning opportunities regardless of any of the protected characteristics.

S Nightingale: July 2026

To be reviewed: July 2027

Loving all, like Jesus, we flourish together